

which this questionnaire was administered in regard to the current women's liberation issue. Women's liberation has been instrumental in affecting attitudes, opinions, and values in many fields.

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AN EVALUATION OF THE INDIANA UNIVERSITY MASTER'S DEGREE PROGRAM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION FROM 1959 TO 1969 by Dr. Phyllis Montgomery

Introduction

A study of the Indiana University College Student Personnel Master's degree program was undertaken to evaluate the contributions of the professional core, practicum experiences, practical experiences, and outside electives to the preparation of the program's graduates. Need for the study was evidenced by the changes in higher education which have affected the roles and functions of student personnel administrators. Two major questions were studied to understand change as it relates to the preparation of student personnel administrators: First, were student personnel administrators prepared to meet the needs of the changing university; and second, what types of training will best prepare personnel workers for the roles and functions that will be demanded by higher education in the future?

A questionnaire designed to evaluate professional courses, practicum areas, internships, assistantships, and course requirements outside the Departments of Higher Education, College Student Personnel Administration, and Counseling and Guidance were sent to 356 graduates. A total of 280 (78.3 per cent) graduates participated in the study. Further, over 60.0 per cent of the population responded for each of the eleven years under investigation for the study.

General Findings

Background of the population. The male to female ratio of the population was almost evenly distributed; 49.6 per cent were male and 50.4 per cent were female.

Approximately 90.0 per cent of all graduates acquired some type of comprehensive practical experience within the Dean of Students Division during the two year Master's degree program, 75.4 per cent held residence hall internships and 13.9 per cent held assistantships in other areas. Assistantships were more frequently held by men than women; four of 39 assistantships were held by women.

One-fourth of the graduates, 24.6 per cent, were currently working toward a doctorate, while 8.6 per cent held a doctorate. The general area of doctoral study was in higher education and student personnel administration.

Approximately 50.0 per cent of the graduates were employed as residence hall and housing personnel or deans with generalists functions, counseling, student activities, and admissions were cited as areas of responsibility by approximately 20.0 per cent, and ten per cent of the population indicated they were no longer in student personnel administration.

Professional courses. The strength of the professional course preparation was in subject matter areas related to the general principles and functions of student personnel and the historical development of higher education and student personnel. Graduates tended to evaluate preparation in the general principles and functions of student personnel work better than any other subject matter area. More than 70.0 per cent of the 280 graduates responding cited preparation in the general introduction to student personnel work as very well or well; 36.4 per cent considered themselves very well prepared and less than 5.0 per cent evaluated themselves as either not very well prepared or not at all prepared by the introductory course material.

Professional preparation in the historical development of higher education and student personnel was evaluated slightly lower than the general principles and functions. Of the total graduates responding, 64.0 per cent were very well and well prepared in history, 25.4 per cent were very well prepared to professionally utilize historical information, 38.6 per cent graduates were well prepared in professional courses relating to history and less than 8.0 per cent were not very well or not at all prepared.

In comparison, professional preparation in work with groups and the types and techniques of individual counseling were assessed much lower than the general principles and functions of student personnel work and the historical development of higher education and student personnel. Although the majority of graduates responding were at least adequately or better than adequately prepared in group work and individual counseling, only 14.3 per cent of the graduates were very well prepared to work with groups through professional coursework and as few as 10.0 per cent were very well prepared in the types and techniques of individual counseling. Moreover, the data revealed that more than 25.0 per cent of the graduates were not very well or not at all prepared by professional coursework pertaining to group work and counseling.

Practicum classes. Generally, the majority of graduates were not adequately prepared to develop, and evaluate specialized programs in admission, foreign student advising, and reading and study skills from practicum experience and over 40.0 per cent were not at all prepared to assume responsibility in the areas of specialization. Further, more than 60.0 per cent of the total population were not very well or not at all prepared to work in financial aids, college union activities or sorority and fraternity affairs.

On the other hand, graduates tended to assess professional preparation to develop, supervise, and evaluate programs related to residence hall management better than any other practicum area. Almost half of the population cited preparation in residence hall practicum as very well, while 21.8 per cent graduates were well prepared. Less than 14.0 per cent of the population was not very well or not at all prepared in residence hall management.

Practicums in new student orientation and counseling were evaluated second and third respectively. However, in comparison with residence hall practicums, there was a sharp decline in the frequency of very well responses in new student orientation and counseling.

Professional development. The majority of graduates were well prepared to pursue activities appropriate for continuing professional development in student personnel administration. Of the total population, 38.9 per cent were very well informed about professional organizations and as few as 5.7 per cent graduates were not very well or not at all informed. Of the graduates 33.2 per cent thought the program had very well provided a basis for developing a personal philosophy of student personnel, only 7.1 per cent had not very well or not at all developed a philosophical foundation. In contrast to the development of a philosophy and information about professional organizations, 13.9 per cent of the graduates were very well provided with skills and knowledge for developing in-service training programs. It was indicated by 21.1 per cent that the program had not very well or not at all provided a basis for developing in-service training programs.

Practical experience. Residence hall interns evaluated practical experience as it related to the internship experience in the residence halls. On the other hand, non-residence hall interns based their evaluation on practicum and professional course work. Seventeen functions, those most frequently related to all areas of student personnel administration, were selected from the current literature as criteria for evaluating the practical experience preparation. Graduates were at least well prepared in most of the practical experience areas considered essential to the student personnel administrator.

There were two functions in which over 60.0 per cent of the graduates were at least well prepared, 66.1 per cent indicated they were either well or very well prepared to delegate and accept responsibilities related to staff and 63.6 per cent were at least well prepared to communicate and interpret university policy to students.

There was a second cluster of five functions in which over 50.0 per cent of the graduates were either well or very well prepared. The function receiving the highest evaluation within this cluster was advising student groups. Of the total, 58.6 per cent were at least well prepared, 27.5 per cent were adequately prepared, and 13.5 per cent were not very well or not at all prepared. The ability to represent student opinion to other administrators and faculty received the lowest evaluation within this cluster.

Four items can be identified within a third cluster. Over 40.0 per cent of the respondents felt that they were either very well or well prepared to select and train staff, to utilize the technique of problem-solving and decision-making, to evaluate staff performance, and formulate policies related to the personnel services. Although the percentage of graduates evaluating

these four functions as very well or well fluctuated from 46.3 per cent to 41.4 per cent, approximately one-fourth of the respondents were not very well or not at all prepared in three of the four functions. The ability to utilize the techniques of problem-solving and decision-making was the exception with 18.1 per cent of the respondents indicating that they were not very well or not at all prepared; slightly more than one-third of the population indicated they were adequately prepared.

Administering programs in leadership training, work with legal and judicial processes related to student personnel work, and evaluating the total student services operation comprised the fourth cluster of functions. Although the majority of graduates were at least adequately prepared in the three functions, there was a rather significant decrease in the number of graduates who were either well or very well prepared in the three functions. The data also revealed a greater percentage of graduates who were not very well or not at all prepared in the three functions. For example, 43.3 per cent of the respondents were less than adequately prepared.

Preparation in managing physical facilities, in developing and administering a budget, and in planning physical facilities comprise the final cluster of functions. At least 50.0 per cent or more of the graduates were not very well or not at all prepared to plan physical facilities. In total, graduates were least prepared to develop and administer a budget.

Basic courses in education and outside electives. The data revealed that approximately one-third of the population cited the relationship between basic education courses in philosophy, statistics, and educational psychology and professional work as well related, about one-third felt the courses were adequately related and one-third thought the courses were less than adequately related. By and large, most graduates took outside electives in psychology, sociology, and business. The three academic disciplines were cited by the majority of graduates as at least well related to all aspects of professional work.

Future preparation of student personnel administrators. Graduates were asked to determine areas of study essential for training future student personnel administrators. At least 50.0 per cent or more of the population felt the following areas of study should be required: counseling principles, psychology, the opportunity for practicum experience in several areas of student personnel services, group dynamics and human relations skills, the study of the University as a social community, a practicum in counseling, and an overview and history of student personnel services in higher education.

As a required course, counseling was cited as the most essential area of study by the largest number of graduates. Specifically, 80.0 per cent felt counseling should be a required course, an additional 15.7 per cent cited counseling as a recommended elective.

The second most essential area of study was psychology. For example, 69.6 per cent of all graduates felt that the study of psychology should be required. Another 25.0 per cent indicated that psychology should be a recommended elective. No graduates believed that psychology was not necessary.

The opportunity for practicum experience in several areas of student personnel services was third in terms of the number of graduates who thought it should be required, 69.3 per cent. Approximately another fourth indicated that several practicum areas should be recommended electives.

Group dynamics and human relations skills were considered important enough to be required areas of study by 63.6 per cent of the graduates. Slightly more than 30.0 per cent of the population felt the area of study should be a recommended elective. Important to note, there were no graduates who believed group dynamics and human relations skills were not necessary.

Of the total graduates, 58.6 per cent felt the study of the university as a social community should be a recommended elective. About 9.0 per cent of the respondents indicated the area of study should be an available elective.

The majority of graduates indicated that a practicum in counseling should be required. Fifty-seven per cent felt counseling practicum should be required, almost 30.0 per cent felt that a counseling practicum should be a recommended elective, and slightly more than 12.0 per cent believed it should be an available elective.

There were three areas which 40.0 per cent or more of the graduates believed should be required areas of study; legal aspects of higher education (47.1 per cent), the administrative principles of higher education (44.6 per cent), and an understanding of the nature of change and the ability to work for its accommodation (40.4 per cent).

In summary, future preparation should emphasize courses in psychology, counseling, the sociology of the university, group dynamics and human relations skills, and practicum experiences in several student personnel service areas. More than 55.0 per cent of the respondents felt that each of these should be required areas of study.

Moreover, the data indicate that the curriculum should be flexible enough to at least provide recommended electives in the following areas of study or practical experience: business administration, research oriented courses; legal aspects of higher education, fiscal management, the planning and management of physical facilities; an understanding of the nature of change and the ability to work for its accommodation, sociology, and psychology.

Significant differences between interns and non-interns of both sexes in evaluating professional courses, practicum classes

and practical experience. Analysis of variance and Duncan's New Multiple Range Test were applied to the data to determine whether female interns, male interns, female non-interns, and male non-interns differentiated significantly in evaluating the program. When analysis of variance was applied to the data, the F ratio was considered significant at the 0.01 level of confidence. Duncan's test provided information regarding specific differences between the four groups.

There was only one area of preparation in which the residence hall internship made a significant difference. Interns, male and female, differed significantly from their non-intern counterparts in evaluating preparation in the practicum experience and residence hall management. Specifically, interns as a group tended to be significantly more prepared to assume responsibilities related to residence hall management.

By comparison, there was not a significant relationship between internship status and the evaluation of the practical experience areas. However, interns of both sexes, when compared to non-interns of both sexes, tended to report better preparation in most of the practical experience areas. For example, in 10 of the 17 practical experience areas, interns of both sexes were better prepared than non-interns of both sexes.

There were no significant differences based on sex in evaluating professional core and practical experience. However, non-intern males tended not to evaluate their total preparation as well as female interns, male interns, and female non-interns. In general, women evaluated their preparation better than their male counterparts. By and large, female interns as a group were more prepared in practical experience and professional core areas than intern males, and non-interns of both sexes.

Summary of Major Findings

1. In general, the practical experience preparation surpassed the academic preparation of professional course work and practicum classes.
2. The program was excellent preparation for residence hall administrators and generalists in student personnel administration.
3. In most cases, except for residence hall administration, the program did not provide adequate preparation in the specialized areas of student personnel administration.
4. By and large, counseling preparation acquired through practical experience aspects of the program was superior to counseling preparation received in professional courses and practicum classes.
5. Although interns of both sexes generally evaluated the overall preparation better than non-interns of both sexes, internship experience did not make a significant difference in total preparation.

6. Graduates were most frequently employed as residence hall and housing personnel or deans with generalist functions.

7. Although the sample population was evenly distributed between men and women, it was found that a greater proportion of men held assistantships during their tenure at Indiana University. On the other hand, women more often than men held residence hall internships.

8. Of the total experiences available, women were more apt to be satisfied with professional core and practical experience preparation than men.

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P.A.M.

"The roots of student activism lie in unresolved conflicts in our national life, but the many defects of the universities have also fueled campus unrest. Universities have not adequately prepared themselves to respond to disruption. They have been without suitable plans, rules, or sanctions. Some administrators and faculty members have responded irresolutely. Frequently, announced sanctions have not been applied. Even more frequently the lack of appropriate organization within the university has rendered its response ineffective. The university's own house must be placed in order."

....The Report of the President's
Commission on Campus Unrest

"Recommendations." The Report of the President's Commission on Campus Unrest. (Washington D.C.: U.S. Government Printing Office, 1970). p. 7-8.